

SAMPLE PAPER



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Level 1 English

1.3: Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence

Credits: Four

Check that you have completed ALL parts of the box at the top of this page.

Check that you have been supplied with the resource booklet for English 1.3.

You should answer ALL parts of ALL questions in this booklet.

If you need more space for any answer, use the page(s) provided at the back of this booklet and clearly number the question.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO YOUR TEACHER AT THE END OF THE ALLOTTED TIME.

For Assessor's use only			Achievement Criteria		
Achievement			Achievement with Merit		Achievement with Excellence
Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.		<input checked="" type="checkbox"/>	Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.		<input checked="" type="checkbox"/>
Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.		<input checked="" type="checkbox"/>	Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.		<input checked="" type="checkbox"/>
Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.		<input checked="" type="checkbox"/>	Show convincing understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.		<input checked="" type="checkbox"/>
Overall Level of Performance		<input checked="" type="checkbox"/>	High Excellence		

You are advised to spend 60 minutes answering the questions in this booklet.

Assessor's
use only

QUESTION ONE: WRITTEN TEXT – PROSE

Refer to Text A, *The Twilight Tales of Oamaru*, in the resource booklet to answer Question One.

Read lines 1-10 ("In the concrete darkness ... in baited anticipation.").

- (a) In your own words, describe ONE aspect of setting that the writer uses to suggest that the *Oamaru Twilight Tales Tour* will be exciting, and give an example.

(i) Aspect of setting: The weather being rainy/windy not very nice

(ii) Example: 'The weather is perfect for setting an eerie scene'

- (b) Explain how the aspect of setting that you described in (a) helps the writer to show that the tour will be exciting. Support your answer with examples from the text.

The weather helps the writer show that the tour will be exciting as it is not very good so the tour may have to stay from what usually happens 'I can't promise you a walking tour, because of the weather.' It also creates tension and makes the tour seem interesting as it's unusual, eerie weather. "Outside, wind crashes against the limestone walls and rain scratches on the ancient windows."

- (c) Explain how this aspect of setting links with other aspects such as character, style etc in lines 1-10 to show that the tour will be exciting. Support your answer with examples from the text.

This aspect of setting links with the author's style to show that the tour will be exciting as compound and complex sentences have been used which makes the writing seem that the characters are anxious to begin the tour. The sentences are long and run into each other which shows the idea that the characters want the tour to start. "Outside, wind crashes against the limestone walls and rain scratches on the ancient windows."

(d) Look at Text A as a whole.

Explain how the writer shows you that the *Oamaru Twilight Tales Tour* is an exciting tourist attraction. Support your answer with examples from the text.

In your answer, you could cover some of the following aspects:

- ideas
- imagery/style
- structure
- narrative point-of-view
- text conventions of travel writing.

The writer shows how that the Oamaru Twilight Tales tour is an exciting attraction as the narrator the idea that the characters are anxious to get underway and have the tour begin. "She bundles up in blankets and we perch on the room's only chairs in bated anticipation" Also the imagery of the weather she creates makes the tour seem exciting. Having rain pelting down and the wind gusting on the walls makes the environment tense and eerie, and ~~and~~ the characters don't know what to expect which makes the tour seem mystical and exciting. The Author also uses sentence structure to make the tour seem exciting. During the beginning the sentences are longer with more compound and complex sentences which makes it seem as if the characters really want the tour to begin. Further along the sentences get shorter and ^{creates a} tense, varied environment for the characters. The short sentences show the horror and the nerves the people on the tour are feeling which makes it seem even more exciting. "I've gripped blankets tighter."

M.

M

QUESTION TWO: WRITTEN TEXT – PROSE

Assessor's
use only

Refer to Text A, *The Twilight Tales of Oamaru*, in the resource booklet to answer Question Two.

Read lines 1-10 ("In the concrete darkness ... in baited anticipation.").

- (a) In your own words, describe ONE interesting aspect of the character of Annette, the tour guide, and give an example.
- (i) Aspect of character: being ~~big~~ ^{very small} but still looking menacing
- (ii) Example: "Annette Krawle's tiny frame morphs into a wavering monster..."
- (b) Explain why the aspect that you described in (a) helps you understand what Annette is like. Support your answer with examples from the text.

Annette managing to look menacing whilst being so small shows that she is a very atypical character and that she is mysterious and almost scary looking to the people on the bar. It also shows that she has the ability to change her personality quickly ~~and~~ "Annette continually morphs ~~the~~ before our eyes" and that she is not always as she seems.

Read lines 11-29 ("Annette starts with ... tell you about that.").

- (c) Explain how the writer develops this aspect of Annette's character in the rest of the text. Support your answer with examples from the text.

Throughout the text the Author develops the idea that Annette constantly changes her personality. The Author makes Annette begin with a story about a girl who fell to her death on a staircase that was behind a screen which makes her seem mysterious and daunting but she straight away goes back to saying how small she is "Daring orange chandeliers illuminate one side of her petite face. We slip on Diabets' tights." Also she develops this idea by having Annette in a ^{pleasant} conversation with one of the people on the bar and then suddenly saying that it is a hotel with tales as well. "Where are you staying tonight? ... her eyes widen enthusiastically: 'There are a lot of good stories about that place!'"



(d) Look at Text A as a whole.

Assessor's
use only

Explain how the writer shows you that Annette has an important role in the *Oamaru Twilight Tales Tour*. Support your answer with examples from the text.

In your answer, you could cover some of the following aspects:

- ideas
- style/imagery
- structure
- narrative point-of-view
- text conventions of travel writing.

The writer shows us that Annette has an important role in the Oamaru Twilight Tales Tour by constantly developing Annette's character through out the story. "Annette's tiny frame morphs into a waving monster" Also the narrative point of view makes Annette seem as an important character. As it is in first person the writer is constantly talking about Annette and what Annette said. "Annette starts with the tale of Eloise ... Through Annette's vivid vocal imagery..."

We have to get the information about Annette from what the author says and thinks about her and as the writer is after doing this, it ^{shows} ~~makes~~ Annette has a vital role.

B

QUESTION THREE: WRITTEN TEXT – POETRY

Assessor's
use only

Refer to Text B, *The Pot Plant Tree*, in the resource booklet to answer Question Three.

Read lines 1–14 ("I haven't seen you ... watered those plants.").

- (a) In your own words, describe ONE detail you are told about the pot plants that helps you to understand the friendship and give an example.

(i) Detail: That the two people ^{used to} looked after their plants well.

(ii) Example: 'We used to make sure we both watered those plants.'

- (b) Explain why the detail that you described in (a) helps you to understand the friendship between the two individuals. Support your answer with examples from the text.

It helps to understand the friendship as it shows that they both used to work hard at keeping the friendship alive and blossoming but now they do not see each other so much and they stopped trying to make the friendship work. "I haven't seen you watered those plants."

The explanation demonstrates convincing understanding of the friendship, supported with a relevant example.

your answer with examples from the text.

The poet uses symbolism to develop the idea of friendship by having the plants represent the friendship between the two individuals. Their friendship begins on a dark grey Lynn night "on a dark, real grey Lynn night, like three pot plants from down the road." one of the individuals was putting more effort into the friendship and getting more out of it than the other 'For some reason I kept two...' They used to always water the plants - give their friendship sustenance to grow but after a while they stopped putting as much effort into the relationship. 'It's too bad. We used to make sure we both watered those plants.'

This is a perceptive discussion ("one of the individuals was putting more effort into the friendship") and example ("for some reason, I kept two") at Excellence level.

(d) Look at Text B as a whole.

Explain how the poet's feelings about the friendship are developed. Support your answer with examples from the text.

In your answer, you could cover some of the following aspects:

- ideas
- imagery
- style
- structure
- narrative point-of-view.

The candidate's discussions about the relationship "hanging by a thread" and "friendship can survive without any nurture" are, despite being largely repetitive, still perceptive for Excellence.

The symbolism of the trees being their friendship shows how the poet's feelings about the friendship are developed. ~~The poet~~ The poet and the other person's friendship began when they took three pot plants one night 'Tonight I remember how we ~~while~~ we were walking home on a dark, real, grey hymn night, stole three pot plants from down the road.' and further down the first paragraph, 'The poet and his friend be stop watering the plants which shows the relationship slowly ~~the~~ dying out.' 'we used to ~~be~~ see we watered those plants.' In the last paragraph that the trees completely die which symbolizes that the poet believes that the friendship is hanging by a thread. At the end of the poem the poet then says that 'happy, the third tree is a hardy tree and can survive on its own, which ~~shows~~ shows that the poet thinks that ~~see~~ a small part of their friendship can survive without any nurture ~~at~~ or effort by either him ~~and~~ his friend.

Also in the beginning of the poem, the sentences ~~are~~ are long which gives the impression that the friendship is flowing along well but nearer to the end, a lot of short sentences are used. This makes it seem ~~tenser~~ ^{getting very} and gives the idea that it is ^{At the beginning} 'hard' for the friendship to survive. ^{tonight} The sentences are much longer "Tonight,

Assessor's
use only

E

Extra paper for continuing your answers, if required.
Clearly number the question.

Assessor's
use only

Question
number

I remember how we, while we were walking
here on a dark, real Grey Lynn night, stole three
pot plants from down the road. "The sentences
at the end however are short. It's been ages
since I last saw you. I hardly remember to water
them. "

The candidate's explanation addresses the poet's feelings in the first part of the discussion but require further development in the discussion on sentence lengths.